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ABSTRACT

This report provides information on the incidence of and services provided to students with disabilities or gifts and talents in Idaho in the school year 1995-96. Through charts, graphs, and text, information is provided on: (1) the number of students served by category of disability; (2) special instructional programs and services; (3) the educational placement of students with disabilities; (4) special education personnel employed by school districts; (5) exemplary programs; (6) state and local special education funding by school district; (7) federal flow-through funding from the Individuals with Disabilities Education Act for school age and preschool children by school district; (8) unmet needs of students with disabilities; (9) gifted and talented students serviced; (10) gifted and talented education services; (11) unmet needs of gifted and talented students; and (12) gifted and talented expenditures and number of students by district. The total number of students with disabilities served during the school year of 1995-96 was 23,855 along with 7,165 gifted and talented students. Eighty-five percent of the students with disabilities were educated in the regular classroom and school districts expended $88,435,848 for special education services. A position statement on the placement of students with disabilities is also included. (CR)

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# Serving Exceptional Children

## A Report to the Idaho Legislature January 1997

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**Presented by**
**Anne C. Fox, Ph.D.**
**State Superintendent of Public Instruction**

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*Idaho State Department of Education*
*Mission Statement*

*The Mission of the Idaho State Department of Education is to promote a thorough system of public education by providing leadership and consultation to school districts, the public, and partner agencies. The State Department of Education will assist in delivering excellent programs and services, leading to success for all learners and meeting the letter and spirit of relevant laws, rules, and regulations. The focus of the State Department of Education is to promote best teaching practices that lead to high academic achievement.*

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## Non-discrimination clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Dr. Anne C. Fox, State Superintendent of Public Instruction, P. O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

## *INTRODUCTION*

The Idaho State Department of Education (SDE), Special Education Section, prepared this report pursuant to Idaho Code §33-1007 which specifies:

> The state department of education shall report annually to the legislature the status of the exceptional education support program. The report shall include, but not be limited to, data concerning the number of persons served, both disabled and gifted, the districts which operate programs and the nature of the program, the money distributed pursuant to the provisions of the exceptional education support program, and estimated number of persons, both disabled and gifted, requiring but not receiving services.

This report provides information on 1995-96 school year activities. Exceptional students are those individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Act (IDEA), state law and regulations. Gifted and talented programs in Idaho are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

## *SPECIAL EDUCATION SECTION ACCOMPLISHMENTS ON BEHALF OF STUDENTS WITH DISABILITIES*

- Statewide and regional technical assistance and in-service training was provided to regular and special education teachers, drivers education instructors, classroom assistants, related services providers, administrators, parents and school board members. A variety of workshops addressed the needs of students with serious emotional disturbances, including assessment and individual education program (IEP) development, strategies and interventions, and school-wide management. Other topics included least restrictive environment requirements, curriculum adaptations, reauthorization of the IDEA, federal funding, the effect of Head Start regulation changes, drivers education for students with disabilities, assistive technology and secondary transition. Sign-in sheets indicated these trainings were attended by 1,470 participants.

- Regional special education consultants provided a variety of individually tailored training experiences, for districts or school sites, on request. Topics included IEP development, autism, interagency agreements and planning for students with serious emotional disturbances.

- In order to improve access to training in rural and remote areas of the state, the Special Education Section began offering video teleconferences via live satellite down links. Topics during 1995-96 included reauthorization of the IDEA, statewide achievement testing for students with disabilities, classroom management, dealing with violent and aggressive students and positive disciplinary options.

- Idaho continued to have one of the lowest special education due process hearing rates of any state. No due process hearings were requested in 1995-96. There were six requests for mediation, which resulted in four mediations being conducted. All four resulted in written agreements. Of the remaining two requests, both were resolved without mediation.

- The second year of a *Special Education Exemplary Programs* process was implemented in cooperation with the Idaho Association of Special Education Administrators. One exemplary program was selected for 1995-96 and is described on page 6 of this report.

- With assistance and support from the Special Education Section, the Special Education Advisory Panel adopted a new organizational structure that eliminates duplication and is more responsive to emerging trends and issues.

- A task force on students with serious emotional disturbance was formed as an ad hoc subgroup of the Special Education Advisory Panel. The task force formulated eight specific recommendations which have guided the work of the SDE in this area.

- The SDE developed and adopted a position statement on the placement of students with disabilities. A copy of this statement can be found on the inside back cover of this report.

- The Least Restrictive Environment (LRE) Stakeholders group was convened in January 1996. The group includes representatives of fifteen different education agencies and organizations. A series of ongoing meetings was facilitated by the Special Education Section and resulted in the development of a statewide plan to address issues and concerns surrounding the education of students with disabilities in general education classrooms.

## *SCHOOL DISTRICT PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES*

### Special Education Students Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 different categories of disabilities. Approximately 9.7 percent of all public school students in Idaho, or 23,484 students, were served in special education programs.

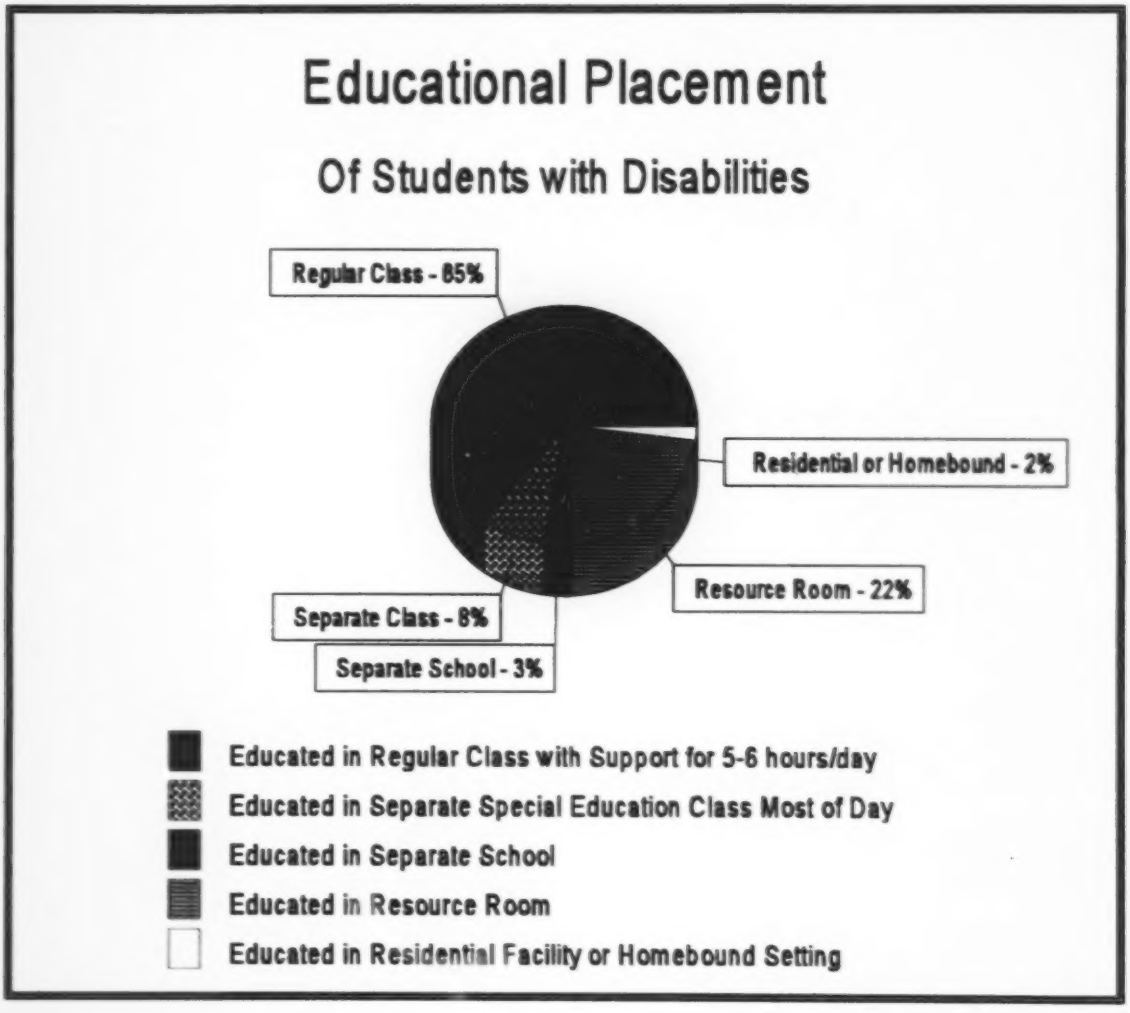
An additional 369 children with disabilities received special education and related services in programs operated by state and nonprofit agencies. The Idaho School for the Deaf and Blind served 134 students. The Juvenile Corrections Center, operated by the Department of Juvenile Corrections, provided special education services to 34 students. Regional Adult/Child Development Centers, operated by the Department of Health and Welfare, served 125 preschool students with disabilities. Federally funded Head Start programs provided special education to 53 four-year-olds with disabilities.

More special education students were identified as learning disabled than any of the other 14 categories. These students comprised 12,270 of the 23,855 students in special education, or 51 percent of all special education students. The chart below provides information on the number of students served by school districts and agencies in each eligibility category.

| **Number of Special Education Students Served in 1995-96 by Category of Disability** | |
|---|---|
| Autistic | 126 |
| Deaf | 112 |
| Deaf/Blind | 10 |
| Developmentally Delayed | 1,908 |
| Hearing Impaired | 234 |
| Health Impaired | 631 |
| Learning Disabled | 12,270 |
| Multiply Disabled | 426 |
| Mentally Retarded | 2,868 |
| Orthopedically Impaired | 161 |
| Seriously Emotionally Disturbed | 564 |
| Speech/Language Impaired | 4,323 |
| Traumatic Brain Injured | 122 |
| Visually Impaired | 100 |
| Total | 23,855 |

## Special Instructional Programs and Services

Federal law and regulations require that exceptional children be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in that setting. Educational settings may include regular education classrooms with supplementary assistance, part-time special education classrooms, full-day special education classrooms or separate schools and facilities. Determination of the appropriate educational placement is made for each special education student by a child study team (CST). Participants on the child study team include school personnel, parents, the child (when appropriate), and other agency representatives when collaborative service planning is indicated. The pie chart below demonstrates the percentage of students who received services in the various settings.


Educational Placement
Of Students with Disabilities
Regular Class - 85%
Residential or Homebound - 2%
Resource Room - 22%
Separate Class - 8%
Separate School - 3%
Educated in Regular Class with Support for 5-6 hours/day
Educated in Separate Special Education Class Most of Day
Educated in Separate School
Educated in Resource Room
Educated in Residential Facility or Homebound Setting

Regulations under the IDEA require school districts to provide related services to students who need them to benefit from special education. The term "related services" means:

> Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training. (34 CFR 300.13 (a)).

In the 1995-96 school year, districts provided an assortment of related services to special education students. The highest demand was for speech/language therapy services, followed by psychological services, school social work services and physical/occupational therapy.

**Special Education Personnel**

The type and number of special education personnel employed by Idaho school districts are listed on the following chart:

| **Special Education Personnel Employed by Idaho School Districts 1995-96** | |
|---|---|
| Special Education Teachers | 1,374 |
| Speech/Language Therapists | 181 |
| School Psychologists | 121 |
| Special Education Administrators | 86 |
| Occupational/Physical Therapists | 59 |
| Social Workers | 53 |
| Interpreters | 27 |
| Rehabilitation Counselors | 16 |
| Audiologists | 10 |
| **Total Certificated** | 1,927 |
| Instructional Assistants | 1,549 |
| **Total Certificated and Noncertificated** | 3,476 |

For the second year in a row, Idaho school districts employed more instructional assistants than special education teachers. These special education staffing trends in Idaho parallel national trends. Although data on specific assignments of instructional assistants is not collected, it is believed that this increase is due to the use of inclusion assistants in general education classrooms.

Recruitment and retention of sufficient numbers of qualified special education teachers and related services providers continued to be problematic for school districts. School districts that are unable to fill vacancies with fully certified educators may apply for letters of authorization to hire individuals who are certified in other areas and are working toward the needed certificate. The positions for which letters of authorization were most frequently requested during 1995-96, in rank order, were counselor, special education teacher, speech/language pathologist, and early childhood special education teacher.

### Exemplary Programs

The 1995-96 school year was the second year the *Special Education Exemplary Programs* process was implemented. Exemplary programs are evaluated in accordance with criteria established by a joint committee of Idaho Association of Special Education Administrators and SDE representatives. Twenty school districts were eligible to nominate a particular special education program for consideration. Six nominations were received, and two of these were selected for on-site verification visits. One of these two districts was awarded exemplary program status during the 1995-96 school year.

- The William Thomas Middle School in American Falls School District #381 was selected as a *Special Education Exemplary Program* for 1995-96. This program meets the individual needs of all children by combining the resources and expertise of general education teachers, special education teachers, and instructional assistants all functioning within the general education setting.

## *SPECIAL EDUCATION FUNDING*

### State and Local Funds

Idaho school districts expended $88,435,848 for special education services during 1995-96. Approximately 50 percent of that amount came from state sources, 38 percent from local and 12 percent from federal sources. The funding formula for special education is defined in Idaho Code and State Board of Education Rules.

- Exceptional child support units are computed with a divisor of 14.5. Exceptional child support units provide districts with the same amount of funding as regular education units, but it takes fewer students to generate a special education unit. State Board of Education Rules for Public Schools specify that 6 percent of elementary students and 5.5 percent of

secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students.

- Pursuant to Senate Bill 1560, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in regular education, special education and alternative school programs. For each support unit districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience.

- The foundation program equalizes disparities in local wealth based on .004 of a district's adjusted market value. Most, but not all, districts request the full amount allowed by law. Some districts also have voter-approved supplemental levies.

- Reimbursement is provided to school districts for some of the costs of approved contracts for educational programs that are provided by other public and private agencies that meet state standards. The amount of future reimbursement available for an individual student's contracted program was reduced by House Bill 606, which went into effect July 1, 1996. H606 equalizes the disbursement of contract funds and provides the same level of state support for contracted students as for students served in public school programs.

- Districts that provide special education for students whose parents reside in another school district, may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. House Bill 606 also added an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor became available to school districts beginning in the 1996-97 school year.

State funds disbursed to Idaho districts during 1995-96, based on the special education funding formula, totaled $45,733,315. This total included the state share of staff allocation and unit funding which equaled $44,635.956 and the state share of district-to-agency contracts and special education tuition equivalency funds which was $1,097,359.

The spread sheet on pages 8 -10 reports special education revenue and expenditure information for each school district for 1995-96. This information was reported to the SDE by school districts via the Idaho Financial Accounting and Reporting Management System. The local property taxes which would have been available for special education programs were calculated at .004 of adjusted market value.

It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

## 1995-96 State and Local Special Education Funding

| Dist. No. | District Name | Equalized State Unit and Staff Allocation Revenue Generated by Special Education Formula 1995-96 | Local Revenue @ .004 of Adj. Market Value Pro-rated by Special Education Units 1995-96 | Total State and Local Revenue Generated by Special Education Formula 1995-96 | Actual Expenditures for Special Education from State & Local Sources 1995-96 |
|---|---|---|---|---|---|
| 1 | Boise | $4,170,397 | $2,467,830 | $6,638,227 | $11,639,331 |
| 2 | Meridian | 3,660,706 | 924,233 | 4,584,939 | 5,602,108 |
| 3 | Kuna | 499,852 | 77,911 | 577,762 | 686,318 |
| 11 | Meadows Valley | 53,754 | 23,406 | 77,160 | 99,359 |
| 13 | Council | 48,890 | 10,177 | 59,067 | 172,726 |
| 21 | Marsh Valley | 341,679 | 58,392 | 400,070 | 488,759 |
| 25 | Pocatello | 3,001,114 | 540,754 | 3,541,868 | 4,181,751 |
| 33 | Bear Lake County | 383,732 | 71,124 | 454,857 | 492,554 |
| 41 | St. Maries | 241,996 | 76,487 | 318,483 | 457,839 |
| 44 | Plummer/Worley | 0 | 58,670 | 58,670 | 253,136 |
| 52 | Snake River | 524,537 | 61,251 | 585,788 | 632,258 |
| 55 | Blackfoot | 997,976 | 120,013 | 1,117,988 | 1,457,483 |
| 58 | Aberdeen | 200,533 | 53,209 | 253,743 | 240,241 |
| 59 | Firth | 249,382 | 34,073 | 283,455 | 281,629 |
| 60 | Shelley | 480,530 | 57,375 | 537,905 | 685,208 |
| 61 | Blaine County | 75,736 | 927,354 | 1,003,090 | 1,433,465 |
| 71 | Garden Valley | 25,584 | 14,586 | 40,170 | 59,982 |
| 72 | Basin | 49,284 | 16,555 | 65,838 | 93,401 |
| 73 | Horseshoe Bend | 35,332 | 8,253 | 43,585 | 92,813 |
| 82 | Bonner County | 766,708 | 646,874 | 1,413,582 | 1,860,800 |
| 91 | Idaho Falls | 2,205,220 | 489,264 | 2,694,484 | 4,135,719 |
| 92 | Swan Valley | 0 | 6,891 | 6,891 | 0 |
| 93 | Bonneville | 1,578,610 | 192,238 | 1,770,848 | 2,579,333 |
| 101 | Boundary County | 288,278 | 115,794 | 404,073 | 546,389 |
| 111 | Butte County | 165,022 | 28,468 | 193,490 | 196,763 |
| 121 | Camas County | 46,920 | 12,484 | 59,404 | 49,644 |
| 131 | Nampa | 1,816,553 | 358,577 | 2,175,130 | 2,965,850 |
| 132 | Caldwell | 1,223,069 | 219,966 | 1,443,035 | 1,186,584 |
| 133 | Wilder | 72,392 | 16,780 | 89,171 | 171,017 |
| 134 | Middleton | 434,603 | 56,576 | 491,179 | 563,168 |
| 135 | Notus | 39,246 | 4,221 | 43,467 | 124,592 |
| 136 | Melba | 142,718 | 22,791 | 165,509 | 196,153 |
| 137 | Parma | 208,145 | 37,184 | 245,329 | 331,405 |
| 139 | Vallivue | 601,301 | 197,753 | 799,055 | 1,241,296 |
| 148 | Grace | $143,104 | $22,942 | $166,045 | $161,049 |

## 1995-96 State and Local Special Education Funding

| Dist. No. | District Name | Equalized State Unit and Staff Allocation Revenue Generated by Special Education Formula 1995-96 | Local Revenue @ .004 of Adj. Market Value Pro-rated by Special Education Units 1995-96 | Total State and Local Revenue Generated by Special Education Formula 1995-96 | Actual Expenditures for Special Education from State & Local Sources 1995-96 |
|---|---|---|---|---|---|
| 149 | North Gem | $40,169 | $18,834 | $59,003 | $53,604 |
| 150 | Soda Springs | 183,778 | 109,394 | 293,172 | 358,118 |
| 151 | Cassia County | 1,107,828 | 229,248 | 1,337,076 | 1,477,346 |
| 161 | Clark County | 38,904 | 19,046 | 57,949 | 47,938 |
| 171 | Orofino | 324,894 | 97,203 | 422,097 | 730,766 |
| 181 | Challis | 56,923 | 37,293 | 94,215 | 125,581 |
| 182 | Mackay | 49,445 | 9,373 | 58,818 | 99,272 |
| 192 | Glenns Ferry | 124,887 | 38,878 | 163,765 | 162,210 |
| 193 | Mountain Home | 863,182 | 123,570 | 986,753 | 1,375,931 |
| 201 | Preston | 478,032 | 60,304 | 538,336 | 498,609 |
| 202 | West Side | 130,979 | 14,319 | 145,299 | 62,700 |
| 215 | Fremont County | 516,192 | 150,408 | 666,601 | 983,052 |
| 221 | Emmett | 526,629 | 117,924 | 644,552 | 801,570 |
| 231 | Gooding | 281,581 | 46,983 | 328,564 | 326,587 |
| 232 | Wendell | 237,393 | 36,485 | 273,878 | 256,329 |
| 233 | Hagerman | 44,898 | 9,977 | 54,875 | 43,663 |
| 234 | Bliss | 32,971 | 6,914 | 39,884 | 44,159 |
| 241 | Grangeville | 370,738 | 121,509 | 492,247 | 695,040 |
| 242 | Cottonwood | 108,947 | 23,429 | 132,376 | 172,070 |
| 251 | Jefferson County | 853,573 | 98,070 | 951,644 | 940,367 |
| 252 | Ririe | 175,851 | 16,688 | 192,539 | 192,392 |
| 253 | West Jefferson | 163,338 | 33,362 | 196,699 | 177,413 |
| 261 | Jerome | 602,956 | 132,937 | 735,893 | 832,775 |
| 262 | Valley | 116,749 | 34,304 | 151,053 | 81,118 |
| 271 | Coeur d'Alene | 1,124,570 | 894,338 | 2,018,908 | 2,446,461 |
| 272 | Lakeland | 566,299 | 223,121 | 789,421 | 870,840 |
| 273 | Post Falls | 693,967 | 263,756 | 957,723 | 1,219,141 |
| 274 | Kootenai | 20,817 | 26,262 | 47,079 | 151,844 |
| 281 | Moscow | 455,953 | 206,034 | 661,986 | 1,449,039 |
| 282 | Genesee | 31,811 | 13,483 | 45,294 | 111,506 |
| 283 | Kendrick | 51,114 | 12,098 | 63,212 | 117,213 |
| 285 | Potlatch | 80,312 | 20,681 | 100,993 | 309,003 |
| 286 | Whitepine | 70,525 | 20,890 | 91,415 | 448,954 |
| 291 | Salmon | 237,024 | 73,447 | 310,471 | 338,678 |
| 292 | South Lemhi | $32,023 | $8,032 | $40,055 | $41,853 |



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## 1995-96 State and Local Special Education Funding

| Dist. No. | District Name | Equalized State Unit and Staff Allocation Revenue Generated by Special Education Formula 1995-96 | Local Revenue @ .004 of Adj. Market Value Pro-rated by Special Education Units 1995-96 | Total State and Local Revenue Generated by Special Education Formula 1995-96 | Actual Expenditures for Special Education from State & Local Sources 1995-96 |
|---|---|---|---|---|---|
| 302 | Nezperce | $40,622 | $19,270 | $59,893 | $100,824 |
| 304 | Kamiah | 148,416 | 28,493 | 176,909 | 225,570 |
| 305 | Highland | 31,681 | 12,329 | 44,010 | 107,934 |
| 312 | Shoshone | 55,568 | 10,397 | 65,964 | 119,968 |
| 314 | Dietrich | 25,343 | 2,765 | 28,108 | 41,418 |
| 316 | Richfield | 39,937 | 5,864 | 45,801 | 98,735 |
| 321 | Madison | 872,976 | 121,812 | 994,789 | 1,247,820 |
| 322 | Sugar-Salem | 344,005 | 35,159 | 379,164 | 358,352 |
| 331 | Minidoka County | 1,173,177 | 218,984 | 1,392,161 | 1,481,770 |
| 340 | Lewiston | 655,236 | 599,630 | 1,254,866 | 2,747,005 |
| 341 | Lapwai | 112,367 | 19,356 | 131,724 | 272,998 |
| 342 | Culdesac | 24,755 | 3,682 | 28,436 | 65,427 |
| 351 | Oneida County | 202,826 | 32,691 | 235,517 | 219,250 |
| 363 | Marsing | 103,161 | 11,938 | 115,099 | 236,919 |
| 365 | Bruneau-Gr. View | 89,187 | 37,520 | 126,707 | 141,460 |
| 370 | Homedale | 274,464 | 29,860 | 304,324 | 392,807 |
| 371 | Payette | 460,558 | 64,980 | 525,538 | 519,355 |
| 372 | New Plymouth | 231,674 | 33,986 | 265,660 | 267,077 |
| 373 | Fruitland | 242,687 | 51,723 | 294,410 | 309,701 |
| 381 | American Falls | 258,049 | 170,641 | 428,690 | 638,874 |
| 382 | Rockland | 37,725 | 5,444 | 43,169 | 75,095 |
| 391 | Kellogg | 309,242 | 73,387 | 382,629 | 675,284 |
| 392 | Mullan | 40,560 | 6,059 | 46,618 | 100,566 |
| 393 | Wallace | 158,702 | 37,193 | 195,896 | 429,259 |
| 401 | Teton County | 207,410 | 93,946 | 301,355 | 252,917 |
| 411 | Twin Falls | 1,468,656 | 419,761 | 1,888,416 | 1,736,206 |
| 412 | Buhl | 287,653 | 84,927 | 372,580 | 477,929 |
| 413 | Filer | 253,233 | 46,554 | 299,787 | 324,771 |
| 414 | Kimberly | 335,734 | 37,990 | 373,724 | 295,084 |
| 415 | Hansen | 53,526 | 11,956 | 65,483 | 78,116 |
| 417 | Castleford | 46,787 | 10,038 | 56,825 | 95,337 |
| 418 | Murtaugh | 32,278 | 7,285 | 39,563 | 58,405 |
| 421 | McCall-Donnelly | 0 | 320,374 | 320,374 | 410,357 |
| 422 | Cascade | 35,120 | 42,845 | 77,965 | 149,919 |
| 431 | Weiser | 371,663 | 71,982 | 443,645 | 375,520 |
| 432 | Cambridge | 22,690 | 6,488 | 29,178 | 86,321 |
| 433 | Midvale | 20,136 | 9,432 | 29,568 | 53,339 |
| | Totals | $44,635,956 | $14,175,788 | $58,811,744 | $78,670,954 |

**Federal Funds**

The IDEA provides for a free, appropriate, public education for all school-age children with disabilities. Two separate federal grants are authorized under Title VI-B of this act. These grants are provided annually to all states, based on the number of children with disabilities served in the preceding year. School Age Title VI-B funds are determined by the number of children, aged 3 through 21, served in special education programs in each school district. Preschool Title VI-B funds are available for students aged 3 through 5 who receive preschool special education services. These federal funds must be used to supplement, not supplant, existing state and local funding for special education services.

Idaho's total School Age Title VI-B award for the 1995-96 school year was $9,537,071. The total Preschool Title VI-B award was $2,030,031. A maximum of 5 percent of each grant award may be used to support administrative activities, which include grant administration, monitoring, complaint investigations and due process hearing management.

Not less than 75 percent of each grant must flow through to school districts. The amount of School Age Title VI-B federal flow-through funding awarded to Idaho school districts in 1995-96 was $7,910,397. This represented approximately 83 percent of Idaho's total School Age Title VI-B award. Preschool grant flow-through funds equaled $1,658,675, or 82 percent of that grant. Most school districts use the majority of flow-through funds for special education staff salaries and benefits and related services contracts. Funds can also be used for supplies, materials and training. The spread sheet, which begins on page 12, details each school district's flow-through award for 1995-96 School Age and Preschool Title VI-B funds.

The remaining portion of the grants--after paying administrative and flow-through costs--can be used by the state for other direct and support services to students with disabilities. In Idaho, approximately 5.5 percent of the School Age grant was allocated to statewide training and support to school districts, and approximately 6.5 percent was used to respond to emergency funding requests from school districts.

## 1995-96 Federal Flow-Through Funding from IDEA School Age and Preschool Grants

| Dist. No. | District Name | Special Education Child Count 12-1-95 | 1995-96 Total Enroll-ment | Percent of Special Education Students in District | IDEA Title VI-B School Age Flow-Thru 1995-96 | IDEA Title VI-B Preschool Flow-Thru 1995-96 | Total Title VI-B School Age and Preschool Flow-Thru 1995-96 |
|---|---|---|---|---|---|---|---|
| 1 | Boise | 2,560 | 26714 | 9.6% | $902,397 | $176,587 | $1,078,984 |
| 2 | Meridian | 1,658 | 18641 | 8.9% | 521,780 | 81,135 | 602,915 |
| 3 | Kuna | 211 | 2463 | 8.6% | 75,711 | 14,314 | 90,025 |
| 11 | Meadows Valley | 29 | 259 | 11.2% | 11,594 | 6,887 | 18,481 |
| 13 | Council | 46 | 414 | 11.1% | 15,918 | 1,371 | 17,290 |
| 21 | Marsh Valley | 172 | 1744 | 9.9% | 64,933 | 17,751 | 82,684 |
| 25 | Pocatello | 1,675 | 13820 | 12.1% | 579,032 | 127,925 | 706,957 |
| 33 | Bear Lake County | 165 | 1848 | 8.9% | 58,698 | 19,598 | 78,296 |
| 41 | St. Maries | 155 | 1347 | 11.5% | 56,297 | 15,192 | 71,490 |
| 44 | Plummer/Worley | 69 | 567 | 12.2% | 22,597 | 6,317 | 28,914 |
| 52 | Snake River | 236 | 2414 | 9.8% | 80,812 | 20,738 | 101,550 |
| 55 | Blackfoot | 431 | 4594 | 9.4% | 140,704 | 38,133 | 178,837 |
| 58 | Aberdeen | 79 | 1056 | 7.5% | 29,276 | 9,784 | 39,060 |
| 59 | Firth | 106 | 1098 | 9.7% | 39,159 | 11,755 | 50,914 |
| 60 | Shelley | 191 | 2344 | 8.1% | 65,172 | 22,233 | 87,405 |
| 61 | Blaine County | 301 | 2852 | 10.6% | 94,276 | 15,192 | 109,468 |
| 71 | Garden Valley | 22 | 307 | 7.2% | 11,070 | 2,511 | 13,581 |
| 72 | Basin | 35 | 477 | 7.3% | 14,061 | 2,250 | 16,311 |
| 73 | Horseshoe Bend | 26 | 300 | 8.7% | 9,412 | 724 | 10,136 |
| 82 | Bonner County | 439 | 6167 | 7.1% | 152,894 | 27,856 | 180,751 |
| 91 | Idaho Falls | 1,154 | 11211 | 10.3% | 379,928 | 68,950 | 448,879 |
| 92 | Swan Valley | 9 | 76 | 11.8% | 3,907 | 1,787 | 5,694 |
| 93 | Bonneville | 710 | 7736 | 9.2% | 247,727 | 42,710 | 290,437 |
| 101 | Boundary County | 132 | 1736 | 7.6% | 53,333 | 15,175 | 68,508 |
| 111 | Butte County | 70 | 691 | 10.1% | 28,693 | 10,401 | 39,093 |
| 121 | Camas County | 21 | 210 | 10.0% | 6,905 | 1,787 | 8,692 |
| 131 | Nampa | 926 | 8771 | 10.6% | 339,178 | 67,005 | 406,183 |
| 132 | Caldwell | 497 | 4988 | 10.0% | 175,983 | 76,974 | 252,956 |
| 133 | Wilder | 44 | 518 | 8.5% | 13,126 | 4,993 | 18,118 |
| 134 | Middleton | 220 | 1996 | 11.0% | 81,263 | 20,138 | 101,400 |
| 135 | Notus | 34 | 383 | 8.9% | 12,960 | 647 | 13,607 |
| 136 | Melba | 73 | 693 | 10.5% | 27,247 | 8,258 | 35,505 |
| 137 | Parma | 120 | 984 | 12.2% | 36,473 | 5,254 | 41,727 |
| 139 | Vallivue | 418 | 2970 | 14.1% | 164,853 | 38,874 | 203,727 |
| 148 | Grace | 54 | 663 | 8.1% | $17,032 | $6,163 | $23,195 |

## 1995-96 Federal Flow-Through Funding from IDEA School Age and Preschool Grants

| Dist. No. | District Name | Special Education Child Count 12-1-95 | 1995-96 Total Enroll-ment | Percent of Special Education Students in District | IDEA Title VI-B School Age Flow-Thru 1995-96 | IDEA Title VI-B Preschool Flow-Thru 1995-96 | Total Title VI-B School Age and Preschool Flow-Thru 1995-96 |
|---|---|---|---|---|---|---|---|
| 149 | North Gem | 29 | 214 | 13.6% | $7,097 | $647 | $7,744 |
| 150 | Soda Springs | 133 | 1299 | 10.2% | 39,663 | 7,350 | 47,013 |
| 151 | Cassia County | 443 | 5397 | 8.2% | 176,334 | 46,438 | 222,772 |
| 161 | Clark County | 26 | 225 | 11.6% | 9,246 | 4,684 | 13,930 |
| 171 | Orofino | 173 | 1728 | 10.0% | 55,442 | 18,150 | 73,591 |
| 181 | Challis | 87 | 705 | 12.3% | 26,398 | 8,288 | 34,686 |
| 182 | Mackay | 26 | 294 | 8.8% | 13,942 | 5,717 | 19,658 |
| 192 | Glenns Ferry | 68 | 716 | 9.5% | 28,242 | 5,147 | 33,388 |
| 193 | Mountain Home | 418 | 4255 | 9.8% | 129,926 | 24,638 | 154,563 |
| 201 | Preston | 121 | 2335 | 5.2% | 44,299 | 12,372 | 56,671 |
| 202 | West Side | 64 | 606 | 10.6% | 22,113 | 7,504 | 29,617 |
| 215 | Fremont County | 299 | 2634 | 11.4% | 106,327 | 26,116 | 132,443 |
| 221 | Emmett | 275 | 2827 | 9.7% | 87,006 | 18,119 | 105,126 |
| 231 | Gooding | 110 | 1244 | 8.8% | 37,839 | 17,241 | 55,080 |
| 232 | Wendell | 116 | 1082 | 10.7% | 39,484 | 9,968 | 49,452 |
| 233 | Hagerman | 34 | 413 | 8.2% | 11,527 | 3,420 | 14,947 |
| 234 | Bliss | 24 | 191 | 12.6% | 8,662 | 2,096 | 10,758 |
| 241 | Grangeville | 192 | 2103 | 9.1% | 71,851 | 15,300 | 87,150 |
| 242 | Cottonwood | 54 | 528 | 10.2% | 19,533 | 5,023 | 24,556 |
| 251 | Jefferson County | 280 | 4171 | 6.7% | 93,991 | 15,608 | 109,599 |
| 252 | Ririe | 85 | 815 | 10.4% | 24,680 | 7,950 | 32,630 |
| 253 | West Jefferson | 57 | 799 | 7.1% | 20,030 | 8,413 | 28,443 |
| 261 | Jerome | 268 | 3154 | 8.5% | 92,200 | 25,036 | 117,236 |
| 262 | Valley | 67 | 757 | 8.9% | 15,102 | 3,960 | 19,062 |
| 271 | Coeur d'Alene | 631 | 8496 | 7.4% | 211,785 | 20,939 | 232,725 |
| 272 | Lakeland | 306 | 3529 | 8.7% | 99,635 | 8,674 | 108,309 |
| 273 | Post Falls | 371 | 3931 | 9.4% | 114,240 | 17,425 | 131,665 |
| 274 | Kootenai | 38 | 324 | 11.7% | 12,469 | 154 | 12,624 |
| 281 | Moscow | 261 | 2709 | 9.6% | 87,119 | 20,476 | 107,596 |
| 282 | Genesee | 19 | 333 | 5.7% | 7,031 | 724 | 7,755 |
| 283 | Kendrick | 48 | 392 | 12.2% | 16,900 | 4,114 | 21,014 |
| 285 | Potlatch | 98 | 668 | 14.7% | 30,702 | 8,567 | 39,269 |
| 286 | Whitepine | 90 | 688 | 13.1% | 28,467 | 647 | 29,114 |
| 291 | Salmon | 161 | 1375 | 11.7% | 57,916 | 9,784 | 67,700 |
| 292 | South Lemhi | 7 | 149 | 4.7% | $5,923 | $1,787 | $7,710 |



BEST COPY AVAILABLE

## 1995-96 Federal Flow-Through Funding from IDEA School Age and Preschool Grants

| Dist. No. | District Name | Special Education Child Count 12-1-95 | 1995-96 Total Enroll-ment | Percent of Special Education Students in District | IDEA Title VI-B School Age Flow-Thru 1995-96 | IDEA Title VI-B Preschool Flow-Thru 1995-96 | Total Title VI-B School Age and Preschool Flow-Thru 1995-96 |
|---|---|---|---|---|---|---|---|
| 302 | Nezperce | 32 | 232 | 13.8% | $5,087 | $1,448 | $6,536 |
| 304 | Kamiah | 80 | 692 | 11.6% | 26,113 | 4,761 | 30,874 |
| 305 | Highland | 36 | 327 | 11.0% | 14,585 | 3,158 | 17,744 |
| 312 | Shoshone | 53 | 446 | 11.9% | 18,817 | 3,883 | 22,699 |
| 314 | Dietrich | 17 | 209 | 8.1% | 9,703 | 5,331 | 15,035 |
| 316 | Richfield | 29 | 223 | 13.0% | 12,602 | 8,335 | 20,937 |
| 321 | Madison | 418 | 4337 | 9.6% | 148,610 | 31,169 | 179,779 |
| 322 | Sugar-Salem | 122 | 1584 | 7.7% | 41,878 | 9,861 | 51,739 |
| 331 | Minidoka County | 549 | 5295 | 10.4% | 171,366 | 23,866 | 195,233 |
| 340 | Lewiston | 453 | 5103 | 8.9% | 134,489 | 19,937 | 154,426 |
| 341 | Lapwai | 74 | 555 | 13.3% | 24,554 | 1,294 | 25,848 |
| 342 | Culdesac | 18 | 246 | 7.3% | 8,629 | 1,448 | 10,077 |
| 351 | Oneida County | 98 | 1030 | 9.5% | 30,417 | 9,291 | 39,708 |
| 363 | Marsing | 83 | 686 | 12.1% | 25,754 | 4,607 | 30,361 |
| 365 | Bruneau-Gr. View | 69 | 625 | 11.0% | 20,581 | 4,868 | 25,449 |
| 370 | Homedale | 116 | 1219 | 9.5% | 40,213 | 11,571 | 51,784 |
| 371 | Payette | 191 | 1992 | 9.6% | 58,327 | 15,870 | 74,196 |
| 372 | New Plymouth | 102 | 941 | 10.8% | 30,158 | 9,891 | 40,050 |
| 373 | Fruitland | 97 | 1298 | 7.5% | 31,365 | 1,217 | 32,583 |
| 381 | American Falls | 238 | 1704 | 14.0% | 80,865 | 14,837 | 95,701 |
| 382 | Rockland | 13 | 158 | 8.2% | 3,621 | 1,526 | 5,147 |
| 391 | Kellogg | 196 | 1660 | 11.8% | 69,835 | 11,263 | 81,097 |
| 392 | Mullan | 20 | 205 | 9.8% | 10,287 | 0 | 10,287 |
| 393 | Wallace | 112 | 848 | 13.2% | 42,648 | 11,031 | 53,679 |
| 401 | Teton County | 124 | 1169 | 10.6% | 35,325 | 8,983 | 44,308 |
| 411 | Twin Falls | 607 | 7057 | 8.6% | 212,229 | 43,065 | 255,295 |
| 412 | Buhl | 139 | 1563 | 8.9% | 57,080 | 15,038 | 72,118 |
| 413 | Filer | 138 | 1267 | 10.9% | 37,030 | 9,938 | 46,968 |
| 414 | Kimberly | 162 | 1248 | 13.0% | 60,529 | 22,928 | 83,457 |
| 415 | Hansen | 58 | 393 | 14.8% | 20,641 | 14,991 | 35,632 |
| 417 | Castleford | 45 | 364 | 12.4% | 12,768 | 1,294 | 14,062 |
| 418 | Murtaugh | 25 | 300 | 8.3% | 10,287 | 2,511 | 12,799 |
| 421 | McCall-Donnelly | 135 | 1258 | 10.7% | 45,971 | 7,997 | 53,967 |
| 422 | Cascade | 69 | 446 | 15.5% | 24,899 | 7,534 | 32,433 |
| 431 | Weiser | 148 | 1748 | 8.5% | 44,896 | 11,031 | 55,927 |
| 432 | Cambridge | 36 | 301 | 12.0% | 13,285 | 2,974 | 16,259 |
| 433 | Midvale | 15 | 116 | 12.9% | 3,257 | 77 | 3,334 |
| | Totals | 23,484 | 242,983 | 9.7% | $8,026,220 | $1,738,674 | $9,764,894 |

## *UNMET NEEDS OF STUDENTS WITH DISABILITIES*

1. In September 1994, the U.S. Department of Education conducted a compliance review of the Idaho Department of Education and identified deficiencies in six general areas. One of those areas was related to the lack of special education services for school-age inmates in Idaho's correctional facilities. The relevant finding from the U.S. Department of Education was stated as follows:

> Idaho State Department of Education must ensure that all individuals with disabilities, birth through 21, including those who are incarcerated, are identified, located and evaluated (34 CFR 300.128), and that those ages three to 21 have available to them a free appropriate public education (FAPE). (34 CFR 300.122 and 300.300).

The SDE developed and implemented a corrective action plan to address these deficiencies. The corrective action plan proposes that special education services to eligible inmates will begin July 1, 1997. The SDE has previously negotiated with the U. S. Department of Education and was granted two extensions of the time line for providing services. Therefore, the possibility of negotiating further extensions is uncertain if the July 1, 1997, time line is not met.

If Idaho does not establish special education services to eligible inmates with disabilities by July 1, 1997, the continued receipt of approximately $11.5 million in federal special education funds may be in jeopardy.

2. School districts struggle to provide appropriate services to students with serious emotional disturbance (SED) because of the high cost of these services and the resource limitations of school districts. House Bill 606 was designed to provide additional funding to assist school districts who identify and serve high numbers of children with serious emotional disturbance. Although school districts find these extra funds helpful, most report that they are not sufficient to offset the extraordinary costs of educating these students.

## *SPECIAL EDUCATION SECTION ACCOMPLISHMENTS ON BEHALF OF GIFTED/TALENTED STUDENTS*

- Numerous training and technical assistance opportunities were provided for school personnel by the Gifted/Talented (G/T) Specialist to assist districts in understanding and meeting Idaho's G/T mandate.

- Additional selections were added to the G/T loaning library which is available to teachers, students and parents.

- The G/T Specialist, working in conjunction with Idaho's institutions of higher education, identified a core of five classes in gifted education. In the future, these classes can be offered on campus, through in-service opportunities, or through independent study and could be used as a core for an endorsement in G/T education.

## *SCHOOL DISTRICT PROGRAMS AND SERVICES FOR GIFTED/TALENTED STUDENTS*

### Gifted/Talented Students Served

Idaho's G/T mandate requires school districts to identify and serve G/T students between the ages of 5 and 18 who qualify in one or more of the following areas: intellectual, specific academic, leadership, creativity, and visual or performing arts. Each year on December 1, school districts report the number of students who qualify and are served in gifted programs. During the 1995-96 school year, 7,165 Idaho students were identified as gifted/talented. This is an increase of 1,989 students from the previous school year. This represented 2.9 percent of all students enrolled in public schools during the 1995-96 school year, compared to 2.15 percent of all public school students for the previous year. A spread sheet, which begins on page 18, identifies the number of G/T students identified and served by Idaho school districts and the amount of funds expended to provide those programs.

### Gifted/Talented Education Services

- During the 1995-96 school year, 80 districts identified and reported G/T students on their annual child count; this compares to 72 districts for the 1994-95 school year.

- The number of G/T facilitators employed by school districts increased between 1994-95 and 1995-96 from 128 to 167.

- Districts that were already providing services to G/T students demonstrated increased efforts to identify students in talent areas in addition to academic.

- School district G/T expenditures increased from $3,954,363 in the 1994-95 school year to $4,289,511 in the 1995-96 school year.

## *UNMET NEEDS OF GIFTED/TALENTED STUDENTS*

Only 6 percent of school districts identified students in all five talent areas identified by Idaho's G/T mandate. Another 7 percent identified and served students in four of five talent areas. Districts report a lack of funds as the major reason they were unable to provide appropriate services to all G/T students. Districts are in need of additional resources to employ G/T facilitators and to purchase materials and supplies for the program.

## 1995-96 Gifted/Talented Expenditures and Number of Students

| Dist. No. | District Name | Gifted/ Talented Child Count 12-1-95 | 1995-96 Total Enrollment | Percent of Identified G/T Students in District | Gifted/Talented Expenditures from State and Local Funds |
|---|---|---|---|---|---|
| 1 | Boise | 388 | 26714 | 1.5% | $686,992 |
| 2 | Meridian | 2,224 | 18641 | 11.9% | 440,887 |
| 3 | Kuna | 95 | 2463 | 3.9% | 48,107 |
| 11 | Meadows Valley | 7 | 259 | 2.7% | 0 |
| 13 | Council | 9 | 414 | 2.2% | 0 |
| 21 | Marsh Valley | 43 | 1744 | 2.5% | 39,136 |
| 25 | Pocatello | 216 | 13820 | 1.6% | 139,858 |
| 33 | Bear Lake County | 23 | 1848 | 1.2% | 0 |
| 41 | St. Maries | 0 | 1347 | 0.0% | 24 |
| 44 | Plummer/Worley | 3 | 567 | 0.5% | 0 |
| 52 | Snake River | 109 | 2414 | 4.5% | 49,422 |
| 55 | Blackfoot | 71 | 4594 | 1.5% | 0 |
| 58 | Aberdeen | 19 | 1056 | 1.8% | 23,152 |
| 59 | Firth | 42 | 1098 | 3.8% | 0 |
| 60 | Shelley | 43 | 2344 | 1.8% | 43,250 |
| 61 | Blaine County | 136 | 2852 | 4.8% | 192,746 |
| 71 | Garden Valley | 0 | 307 | 0.0% | 0 |
| 72 | Basin | 32 | 477 | 6.7% | 0 |
| 73 | Horseshoe Bend | 8 | 300 | 2.7% | 0 |
| 82 | Bonner County | 127 | 6167 | 2.1% | 960 |
| 91 | Idaho Falls | 352 | 11211 | 3.1% | 265,865 |
| 92 | Swan Valley | 0 | 76 | 0.0% | 0 |
| 93 | Bonneville | 281 | 7736 | 3.6% | 107,289 |
| 101 | Boundary County | 36 | 1736 | 2.1% | 28,809 |
| 111 | Butte County | 0 | 691 | 0.0% | 0 |
| 121 | Camas County | 0 | 210 | 0.0% | 0 |
| 131 | Nampa | 80 | 8771 | 0.9% | 108,018 |
| 132 | Caldwell | 30 | 4988 | 0.6% | 173,979 |
| 133 | Wilder | 14 | 518 | 2.7% | 0 |
| 134 | Middleton | 63 | 1996 | 3.2% | 20,249 |
| 135 | Notus | 14 | 383 | 3.7% | 35,731 |
| 136 | Melba | 37 | 693 | 5.3% | 19,321 |
| 137 | Parma | 12 | 984 | 1.2% | 0 |
| 139 | Vallivue | 22 | 2970 | 0.7% | 44,520 |
| 148 | Grace | 9 | 663 | 1.4% | $0 |

## 1995-96 Gifted/Talented Expenditures and Number of Students

| Dist. No. | District Name | Gifted/ Talented Child Count 12-1-95 | 1995-96 Total Enrollment | Percent of Identified G/T Students in District | Gifted/Talented Expenditures from State and Local Funds |
|---|---|---|---|---|---|
| 149 | North Gem | 0 | 214 | 0.0% | $0 |
| 150 | Soda Springs | 47 | 1299 | 3.6% | 18,973 |
| 151 | Cassia County | 52 | 5397 | 1.0% | 58,234 |
| 161 | Clark County | 75 | 225 | 33.3% | 1,806 |
| 171 | Orofino | 54 | 1728 | 3.1% | 56,622 |
| 181 | Challis | 0 | 705 | 0.0% | 0 |
| 182 | Mackay | 0 | 294 | 0.0% | 0 |
| 192 | Glenns Ferry | 9 | 716 | 1.3% | 19,396 |
| 193 | Mountain Home | 41 | 4255 | 1.0% | 40,394 |
| 201 | Preston | 39 | 2335 | 1.7% | 49,997 |
| 202 | West Side | 0 | 606 | 0.0% | 0 |
| 215 | Fremont County | 43 | 2634 | 1.6% | 81,484 |
| 221 | Emmett | 141 | 2827 | 5.0% | 0 |
| 231 | Gooding | 10 | 1244 | 0.8% | 17,133 |
| 232 | Wendell | 43 | 1082 | 4.0% | 44,104 |
| 233 | Hagerman | 1 | 413 | 0.2% | 0 |
| 234 | Bliss | 0 | 191 | 0.0% | 18 |
| 241 | Grangeville | 0 | 2103 | 0.0% | 0 |
| 242 | Cottonwood | 17 | 528 | 3.2% | 2,930 |
| 251 | Jefferson County | 87 | 4171 | 2.1% | 48,544 |
| 252 | Ririe | 27 | 815 | 3.3% | 20 |
| 253 | West Jefferson | 26 | 799 | 3.3% | 7,416 |
| 261 | Jerome | 15 | 3154 | 0.5% | 52,184 |
| 262 | Valley | 0 | 757 | 0.0% | 0 |
| 271 | Coeur d'Alene | 0 | 8496 | 0.0% | 154,368 |
| 272 | Lakeland | 41 | 3529 | 1.2% | 70,684 |
| 273 | Post Falls | 70 | 3931 | 1.8% | 62,942 |
| 274 | Kootenai | 32 | 324 | 9.9% | 7,017 |
| 281 | Moscow | 212 | 2709 | 7.8% | 165,378 |
| 282 | Genesee | 13 | 333 | 3.9% | 8,088 |
| 283 | Kendrick | 0 | 392 | 0.0% | 386 |
| 285 | Potlatch | 57 | 668 | 8.5% | 9,030 |
| 286 | Whitepine | 62 | 688 | 9.0% | 10,965 |
| 291 | Salmon | 0 | 1375 | 0.0% | 6,627 |
| 292 | South Lemhi | 0 | 149 | 0.0% | $0 |

## 1995-96 Gifted/Talented Expenditures and Number of Students

| Dist. No. | District Name | Gifted/ Talented Child Count 12-1-95 | 1995-96 Total Enrollment | Percent of Identified G/T Students in District | Gifted/Talented Expenditures from State and Local Funds |
|---|---|---|---|---|---|
| 302 | Nezperce | 0 | 232 | 0.0% | $0 |
| 304 | Kamiah | 9 | 692 | 1.3% | 10,059 |
| 305 | Highland | 3 | 327 | 0.9% | 0 |
| 312 | Shoshone | 0 | 446 | 0.0% | 0 |
| 314 | Dietrich | 0 | 209 | 0.0% | 0 |
| 316 | Richfield | 0 | 223 | 0.0% | 0 |
| 321 | Madison | 191 | 4337 | 4.4% | 79,216 |
| 322 | Sugar-Salem | 25 | 1584 | 1.6% | 38,905 |
| 331 | Minidoka County | 81 | 5295 | 1.5% | 107,732 |
| 340 | Lewiston | 66 | 5103 | 1.3% | 222,796 |
| 341 | Lapwai | 0 | 555 | 0.0% | 42 |
| 342 | Culdesac | 0 | 246 | 0.0% | 0 |
| 351 | Oneida County | 29 | 1030 | 2.8% | 0 |
| 363 | Marsing | 33 | 686 | 4.8% | 0 |
| 365 | Bruneau-Gr. View | 0 | 625 | 0.0% | 0 |
| 370 | Homedale | 64 | 1219 | 5.3% | 0 |
| 371 | Payette | 154 | 1992 | 7.7% | 39,537 |
| 372 | New Plymouth | 17 | 941 | 1.8% | 15,120 |
| 373 | Fruitland | 0 | 1298 | 0.0% | 0 |
| 381 | American Falls | 38 | 1704 | 2.2% | 24,041 |
| 382 | Rockland | 0 | 158 | 0.0% | 0 |
| 391 | Kellogg | 76 | 1660 | 4.6% | 47,819 |
| 392 | Mullan | 6 | 205 | 2.9% | 336 |
| 393 | Wallace | 42 | 848 | 5.0% | 44,151 |
| 401 | Teton County | 21 | 1169 | 1.8% | 13,088 |
| 411 | Twin Falls | 183 | 7057 | 2.6% | 95,109 |
| 412 | Buhl | 23 | 1563 | 1.5% | 19,512 |
| 413 | Filer | 22 | 1267 | 1.7% | 21,619 |
| 414 | Kimberly | 156 | 1248 | 12.5% | 2,711 |
| 415 | Hansen | 0 | 393 | 0.0% | 0 |
| 417 | Castleford | 0 | 364 | 0.0% | 0 |
| 418 | Murtaugh | 20 | 300 | 6.7% | 0 |
| 421 | McCall-Donnelly | 67 | 1258 | 5.3% | 3,936 |
| 422 | Cascade | 12 | 446 | 2.7% | 626 |
| 431 | Weiser | 57 | 1748 | 3.3% | 40,101 |
| 432 | Cambridge | 3 | 301 | 1.0% | 0 |
| 433 | Midvale | 8 | 116 | 6.9% | 0 |
| | Totals | 7,165 | 242,983 | 2.9% | $4,289,511 |

## POSITION STATEMENT

### The Placement of Student with Disabilities

*The Mission of the Idaho State Department of Education is to promote a thorough system of public education by providing leadership and consultation to school districts, the public and partner agencies. The State Department of Education will assist in delivering excellent programs and services, leading to success for all learners and meeting the letter and spirit of relevant laws, rules and regulations. The focus of the State Department of Education is to promote best teaching practices that lead to high academic achievement.*

To this end, part of the Department's mission is to assist school districts and others with understanding and implementing the placement requirements of the Individuals with Disabilities Education Act, or IDEA.

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. Students with disabilities should be enrolled in the school they would attend if they did not have a disability, unless their individual education plan requires another arrangement. School districts must have a continuum of alternative placement options available to meet the needs of each student's individual education plan. Placement decisions are made individually for each student by a team that includes the student's parents, teacher, school administrator and other individuals as appropriate.

The IDEA allows for removal of students with disabilities from regular educational environments only when the nature or severity of the disability is such that education in the regular classroom cannot be achieved satisfactorily with the use of supplementary aids and services. Supplementary aids and services might include curriculum modifications, assistance from a special education teacher, training for the general education teacher, assistive technology devices, note takers or resource room services. If supplementary aids and services have been provided, and a student is unsuccessful or so disruptive that the education of other students is significantly impaired, the Child Study Team should review the student's placement. The purpose of the review is to determine if additional supplementary aids and services are needed and/or if the student's placement should be changed to a more appropriate setting.

IDEA provisions have been interpreted by a large body of case law which continues to change over time. Part of the mission of the Department of Education is to provide information to school districts on current and relevant case law.

We believe that the successful placement of students with disabilities into general education classrooms requires planning and preparation. Educators must be empowered with research-based information and skills necessary to meet the needs of all students in the classroom, including students with disabilities. The State Department of Education, in its strategic plan, has set a goal to work in cooperation with school districts and higher education institutions to coordinate training opportunities. We must work collaboratively to provide training so educators can obtain the knowledge and skills they need to meet the current and future needs of all students.